

Beginning with Fiction

ELPS

Lesson Organizer

Lesson Synopsis	Students analyze literary works for characterization, nonlinear plot development, and point of view and create their own fiction, applying effective use of written conventions and literary techniques.	
Performance Indicators	<ul style="list-style-type: none"> After reading a fictional text, create a visual representation (e.g., graphic organizer) analyzing and evaluating how the literary elements of plot (non-linear and linear), character development, and point of view contribute to the author's message. (E1.Fig19B; E1.5A, E1.5B, E1.5C, E1.5D) ELPS 1C, 1E, 4D, 4F, 4G, 4I, 4J, 4K Use the writing process and conventions of language to write an engaging story using a range of literary strategies and devices to enhance the plot. (E1.13A, E1.13B, E1.13C, E1.13D, E1.13E; E1.14A; E1.17Ai, E1.17Aii, E1.17Aiii, E1.17C; E1.18A, E1.18Bi, E1.18Bii; E1.19A) ELPS 1A, 1B, 1E; 5B, 5C, 5D, 5E, 5F, 5G Write multiple reflections, including personal and world connections, thoughts, and responses to literary texts and media. (E1.Fig19A, E1.Fig19B; E1.12A, E1.12D, E1.15Ci, E1.15Cii, E1.15Ciii) ELPS 1E; 4D, 4F, 4G, 4I, 4J, 4K; 5F, 5G Write multiple entries that demonstrate knowledge of new words, their meanings, and origins. (E1.1A, E1.1B, E1.1C, E1.1D, E1.1E) 1A, 1C, 1E, 1F, 1H, 5B, 5F, 5G 	
Key Understandings	<ul style="list-style-type: none"> Understanding the connections between literary elements facilitates the reader's ability to make meaning of text. Literary techniques are used to heighten interest, appeal to an audience, and effectively communicate a message. Authors use conventions of written language to communicate clearly and effectively. Readers make connections in order to better understand themselves and the world around them by reading a variety of texts and genres. Understanding new words, concepts, and relationships enhances comprehension and oral and written communication. 	
TEKS	E1.1	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:
	E1.1A	Determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes. Supporting Standard
	E1.1B	Analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words. Readiness Standard
	E1.1C	Produce analogies that describe a function of an object or its description.
	E1.1E	Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology. Readiness Standard
	E1.Fig 19	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
	E1.Fig19A	Reflect on understanding to monitor comprehension (e. g., asking questions, summarizing and synthesizing, making connections, creating sensory images).
	E1.Fig19B	Make complex inferences about text and use textual evidence to support understanding. Readiness Standard (Fiction, Expository) Supporting Standard (Literary Nonfiction, Poetry, Drama, Persuasive)
	E1.2	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
	E1.2A	Analyze how the genre of texts with similar themes shapes meaning. Supporting Standard
	E1.2B	Analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature. Supporting Standard
	E1.2C	Relate the figurative language of a literary work to its historical and cultural setting. Supporting Standard
	E1.5	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:
	E1.5A	Analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development. Supporting Standard

	E1.5B	Analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils. Readiness Standard
	E1.5C	Analyze the way in which a work of fiction is shaped by the narrator's point of view. Supporting Standard
	E1.5D	Demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on classical literature.
	E1.7	Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to:
	E1.7A	Explain the role of irony, sarcasm, and paradox in literary works. Supporting Standard
	E1.13	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:
	E1.13A	Plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.
	E1.13B	Structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning. Readiness Standard
	E1.13C	Revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed. Readiness Standard
	E1.13D	Edit drafts for grammar, mechanics, and spelling. Readiness Standard
	E1.13E	Revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.
	E1.14	Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:
	E1.14A	Write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot. Readiness Standard
	E1.15	Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:
	E1.15C	Write an interpretative response to an expository or a literary text (e.g., essay or review) that:
	E1.15Ci	extends beyond a summary and literal analysis
	E1.15Cii	addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations
	E1.17	Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:
	E1.17A	Use and understand the function of the following parts of speech in the context of reading, writing, and speaking: Readiness Standard
	E1.17Ai	more complex active and passive tenses and verbals (gerunds, infinitives, participles) Supporting Standard
	E1.17Aii	restrictive and nonrestrictive relative clauses Supporting Standard
	E1.17Aiii	reciprocal pronouns (e.g., each other, one another) Supporting Standard
	E1.17C	Use a variety of correctly structured sentences (e.g., compound, complex, compound-complex). Readiness Standard
	E1.18	Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:
	E1.18A	Use conventions of capitalization. Readiness Standard
	E1.18B	Use correct punctuation marks including: Readiness Standard
	E1.18Bi	quotation marks to indicate sarcasm or irony Supporting Standard
	E1.18Bii	comma placement in nonrestrictive phrases, clauses, and contrasting expressions Supporting Standard
	E1.19	Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:
	E1.19A	Spell correctly, including using various resources to determine and check correct spellings. Readiness Standard
	E1.26	Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to:
	E1.26A	Participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.
Ongoing TEKS	Not applicable to this unit	
Materials	<ul style="list-style-type: none"> • Cardstock • Chart paper • Dictionary (class set) • Envelope (1 per group) • Grade-appropriate literature for Independent Reading, variety (1+ per student) 	

	<ul style="list-style-type: none"> • Graphic organizer, examples • Note card (6) • Photograph (2 different) • Reader's Notebook (1 per student) • Short story or novel (2 titles, class set) • Teacher Reader's Notebook (1) • Teacher Writer's Notebook (1) • Writer's Notebook (1 per student) • Writing Folder (1 per student)
Attachments	<ul style="list-style-type: none"> • Handout: Capitalization Expectations (1 per student) • Handout: Clauses (1 per student) • Handout: Collaborative Groups (1 per group of 3-4 students) • Handout: Complex Inferences: Using Deductive Reasoning (1 per student) • Handout: Dictionary Scavenger Hunt (1 per student) • Handout: IR Book Page (1 per student) • Handout: Quotation Marks (1 per student) • Handout: Verbals (1 per student) • Handout: Characterization (1 per group of 3-4 students) • Handout: Voice Rubric (1 per student) • Teacher Resource: RAFTS (1) • Teacher Resource: English 1 Unit 01 Reading Appetizer (1) • Teacher Resource: English 1 Unit 01 Writing Appetizer (1)
Resources and References	None identified.
Possible/Optional Literature Selections	District-adopted resources.